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ABSTRACT

This handbook establishes the Montgomery County Public Schools procedure for implementing the Maryland state law on early identification, Section 98C, added to Article 77 of the Annotated Code of Maryland by House Bill 234. This law mandates that each student entering the first year in any primary grade in any public school must be evaluated for the purpose of identifying learning disabilities. Further, it is stated that the schools are to develop programs specifically adapted to meet the needs of the children after they have been assessed. A basic plan for implementing this mandate includes conducting early screening of all students, administering continuous assessment of students, and developing instructional strategies based on the screening and/or assessment findings. Information relating to the different aspects of this implementation process is provided in the various sections of this handbook. As a child enters a primary grade, the teacher uses a variety of sources to learn about the child's developmental level in order to plan appropriate programs. Classroom teacher observation is one of the best sources of information about children's levels of achievement. Utilizing this knowledge, the Maryland Systematic Teacher Observation Instrument was designed. It summarizes each child's performance and can be completed by the teacher as daily classroom routines are in progress. A copy of this instrument is included. (MV)

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HANDBOOK

EARLY IDENTIFICATION OF LEARNING DISABILITIES AND SUGGESTIONS TO ASSIST CLASSROOM TEACHERS IN PROGRAM DESIGN

(Implementation of Maryland State Law, House Bill 234)

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MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland 20850
Revised Summer, 1976

Charles M. Bernardo
Superintendent of Schools

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TABLE OF CONTENTS

	Page
Acknowledgments	v
Part I. General Information	1
Purpose of Handbook	1
Plan of Implementation	1
Rationale for Maryland Systematic Teacher Observation Instrument	1
PART II. Administration of Screening Instrument	2
Students to be Screened	2
Screening Strategies	2
Use of the Instrument	2
Selected Item Clarification	3
Preparation for Completing the Instrument	4
Directions for Completing and Returning the Instrument	4
1. Directions for the teacher	4
2. Directions for the principal	5
Important Dates for Completing the Maryland Systematic Teacher Observation Instrument	5
PART III. Follow-up Procedures	7
Analysis of the Early Identification Program	7
Interpreting the Score	7
Assistance for Teachers	7
Parent Involvement	8
Four Steps in Handling the Results of the Maryland Systematic Teacher Observation Instrument	8
Step #1: Review of the Data on Individuals	8
Step #2: The Educational Management Team and Plan	8
Step #3: Review of the Educational Management Plan	9

Page

Step #4: INFORMATION RECORDED ON ALL STUDENTS 9

PART IV. Teaching Strategies 11

Suggestions to Assist Classroom Teachers 11

Psychomotor 11

Illustrative Classroom and Teaching Strategies Matched to Items on the Maryland Systematic Teacher Observation Instrument 11

Other Classroom Behavior Characteristics for the Teacher to Observe, Matched to Classroom and Teaching Strategies 13

Sections in Volume III, Prereading of Teaching Reading Skills that offer suggestions for program design for individual students 16

Sensory/Perception 17

Illustrative Classroom and Teaching Strategies Matched to Items on the Maryland Systematic Teacher Observation Instrument 17

Other Classroom Behavior Characteristics for the Teacher to Observe, Matched to Classroom and Teaching Strategies 20

Sections in Volume III, Prereading of Teaching Reading Skills that offer suggestions for program design for individual students 23

Language 24

Illustrative Classroom and Teaching Strategies Matched to Items on the Maryland Systematic Teacher Observation Instrument 24

Other Classroom Behavior Characteristics for the Teacher to Observe, Matched to Classroom and Teaching Strategies 27

Sections in Volume III, Prereading of Teaching Reading Skills that offer suggestions for program design for individual students 28

Cognition 29

Illustrative Classroom and Teaching Strategies Matched to Items on the Maryland Systematic Teacher Observation Instrument 29

Page

Other Classroom Behavior Characteristics for the Teacher to Observe, Matched to Classroom and Teaching Strategies 32

Sections in Volume III, Prereading of Teaching Reading Skills that offer suggestions for program design for individual students 33

Affect/Motivation 34

Illustrative Classroom and Teaching Strategies Matched to Items on the Maryland Systematic Teacher Observation Instrument 34

Other Classroom Behavior Characteristics for the Teacher to Observe, Matched to Classroom and Teaching Strategies 37

Sections in Volume III, Prereading of Teaching Reading Skills that offer suggestions for program design for individual students 42

PART V. Screening Instrument 43

Reference Source for the Rating of Individual Items on the Maryland Systematic Teacher Observation Instrument 43

Table 1, "Rating of Individual Items on the Maryland Systematic Teacher Observation Instrument" 44

Development of the Maryland Systematic Teacher Observation Instrument 47

PART VI. MCPS FORMS 48

MCPS Form 340-17, July 1975, Maryland Systematic Teacher Observation Instrument 49

MCPS Form 340-19, September 1975, Maryland Systematic Teacher Observation Instrument, Teacher's Class Worksheet 50

Stencil Pattern 51

Maryland Systematic Teacher Observation Instrument, "Student Exclusion Sheet" 52

MCPS Form 340-18, Maryland Systematic Teacher Observation Interpretation Sheet - Individual 53

Maryland Systematic Teacher Observation Interpretation Sheet - Group 54

Maryland Systematic Teacher Observation Interpretation Sheet - School 55

Page

MCPS Form 311-64, Revised October 1975,
Request for Evaluation 56

MCPS Form 335-59, Revised October 1975,
Case Summary and Referral 57

MCPS Form 335-60, October 1975,
Educational Management Plan 58

MCPS Form 335-61, October 1975,
Review of Educational Management Plan 59

Form, Report on Maryland Systematic Teacher
Observation Instrument Follow-up 197_ - 197_ 60

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Edythe G. Adams, Coordinator of Early Childhood Education, Department of Curriculum and Instruction

Claire R. Salmond, Diagnostic/Prescriptive Teacher, Mill Creek Towne Elementary School

PART I

GENERAL INFORMATION

Purpose of Handbook

The purpose of this handbook is to establish the Montgomery County Public Schools procedure for implementing the Maryland state law* on early identification. This law mandates that each student entering the first year in any primary grade in any public school must be evaluated for the purpose of identifying learning disabilities. Further, it is stated that the schools are to develop programs specifically adapted to meet the needs of the children after they have been assessed.

Plan of Implementation

A basic plan for implementing this mandate includes conducting early screening of all students, administering continuous assessment of students, and developing instructional strategies based on the screening and/or assessment findings. Information relating to the different aspects of this implementation process is provided in the various sections of this handbook as designated in the Table of Contents.

Rationale for Maryland Systematic Teacher Observation Instrument

As a child enters a primary grade, the teacher uses a variety of sources to learn about the child's developmental level in order to plan appropriate programs. As suggested by the literature, classroom teacher observation is one of the best sources of information about children's levels of achievement. Utilizing this knowledge, the Maryland Systematic Teacher Observation Instrument was designed. It summarizes each child's performance and can be completed by the teacher as daily classroom routines are in progress. A copy of this instrument appears on page 49 in this Handbook. In utilizing this instrument, a teacher will keep the child's total performance in mind, while focusing upon specific items appearing on it. These observations will be one source of information which will enable teachers to identify areas where there may be a need for further screening and program adjustment.

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*Section 98C, added to Article 77 of the Annotated Code of Maryland by House Bill 234.

PART II

ADMINISTRATION OF SCREENING INSTRUMENT

Students to be Screened

The Maryland Systematic Teacher Observation Instrument is designed to be administered to all primary children when they enter a public school for the first time in the state of Maryland. It was first used with all kindergarten and first grade children during the school year 1975-76. Beginning in September, 1976, all kindergartners and new students in first and second grades, who had not been previously screened by this instrument, were scheduled for screening. By September, 1977, the established screening program will have included all kindergarten students and new students in Grades 1, 2, and 3 who had not been previously screened by the instrument.

Non-English speaking children or children with limited fluency in English are to be screened. Although it is understood that they will have difficulty in the cognitive/language areas, it is necessary to screen these children to determine if there are any other areas in which they may need additional program adjustment.

Screening Strategies

Most of the behaviors listed on the state screening instrument can be observed in typical group (large or small) settings. Since this is intended to be a general screening, it is not necessary to "test" every child individually on every item; nor is it necessary for each teacher to use the same activities for screening purposes. During instructional games and sharing activities, most of the initial observations can be made. More specific observations may be needed where there is a question as to any pupil's performance.

Use of the Instrument

The items on the Maryland Systematic Teacher Observation Instrument are expressed in behavioral terms, and the decisions as to where on the continuum a child's behavior falls will be made by the teacher. In making these decisions, a reasonable amount of uniformity will be attained if teachers approach the task from a common sense point of view. The word "always," for example, means every time, according to the unabridged dictionaries. However, keeping the entire continuum in mind from always to never, a teacher will assign:

ALWAYS	to behavior which occurs overwhelmingly often but not necessarily every single time
OFTEN	to behavior which occurs more times than not
SOMETIMES	to behavior which falls in the middle of the continuum indicating that there is a 50-50 chance that the behavior will occur
SELDOM	to behavior which doesn't usually occur but can be expected to appear now and then
NEVER	to behavior which occurs so rarely that it is almost nonexistent

Selected Item Clarification

Several of the items from the Maryland Systematic Teacher Observation Instrument have been selected for further clarification. The behavior described by these examples applies to those children who are going to be rated "always." Other ratings are to be selected in graduated steps from there. The items selected are:

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
Item #2. Finishes task late	●	0	0	0	0
Example: Children who regularly require more time to complete tasks than is needed by the other children in the group.					
Item #3. Can tell about a picture while looking at it	●	0	0	0	0
Example: Children who are able to say something appropriate about pictures each time presented with them. The comments may be brief and need not be in sentence form, necessarily, as long as they indicate that the child has received a message from the picture and has translated it into words.					
Item #4. Names and locates at least five parts of his body	●	0	0	0	0
Example: Children who are able to name at least five different body parts consistently when participating in a school activity calling for the naming of body parts (e.g., games) or when asked to do so (head, arms, hands, legs, feet, etc.).					
Item #10. Can tell about a recent school activity (i.e., field trip)	●	0	0	0	0
Example: Child can relate a sequence of school events whenever called upon to do so. Any school activity may be the subject of this exercise including short trips on the school property, field trips outside of school, plays, classroom activities, etc.					
Item #21. If child prints, he prints words, letters and/or numbers backwards.	●	0	0	0	0
Example: Children who print all or most letters and numbers backwards. If a child does not print but is observed as having reversal tendencies consistently in other visual perception activities such as reproducing					

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
patterns with blocks or beads, matching pictures, etc., there is reason for concern and an "always" will also be indicated.					
Item #26. Matches objects to pictures (i.e., toy truck to picture of truck)	●	0	0	0	0

Example: Children who can consistently recognize familiar objects when they see them pictured in books, magazines, or other available sources. The pictures need not be exactly like the objects, e.g., a toy truck in the classroom can be matched with a picture of a similar truck or trucks that are different.

Preparation for Completing the Instrument

There will be a period of approximately eight weeks during which the primary teachers will be observing children participating in the daily routines of the classroom prior to completion of the screening instrument. A class worksheet, MCPS Form 340-19, September '75 (page 50) will be sent to the schools early in the year so that as observations are made they may be recorded next to the name of each child. This information will be available to assist teachers when completing the Maryland Systematic Teacher Observation Instrument. Also, a stencil pattern has been designed to assist teachers as they move from one item to the next in completing the instrument (page 51).

Directions for Completing and Returning the Instrument

1. Directions for the teacher:

Forms are to be completed during the designated time. Since the forms are scored by computer, it is extremely important to follow these directions.

a) Number two (#2) pencil is used to complete the form.
b) Marks are placed only in the circles provided and on the signature line.
c) Type of class is to be indicated at the top of each form.
d) One and only one response on each item is recorded for each child.
e) A response must be made to every item.
f) The signature of the teacher observing the children and completing the form is written in #2 pencil in the space provided. If the observations are made by more than one teacher, multiple signatures appear. Care is taken to keep the signature(s) within the space provided.
g) Any stray pencil marks on the sheet are erased. (Stray marks on the back or front of the form may cause scoring errors.)

2. Directions for the principal:

Check to make sure that:

a) The type of class is indicated on each form.
b) A response is recorded on every item for each child.
c) Only one response is made for each item.
d) The teacher's signature appears on the form in the space provided.
e) The preprinted forms have been completed. If preprinted forms on any students have not been completed, list the names of these students and the reasons why screening was not done on the "Student Exclusion Sheet" (page 52). A copy of this sheet was sent to the school with the preprinted forms.

On designated dates return all used and unused forms as follows:

a) Completed preprinted forms are sent to Room A-127, Department of Data Processing Operations, Educational Services Center.
b) Any unused forms are attached to the completed "Student Exclusion Sheet" and sent to Room A-245, Department of Research and Evaluation, Educational Services Center.

Important Dates for Completing the Maryland Systematic Teacher Observation Instrument

FALL SCREENING

LAST WEEK OF OCTOBER: The Department of Research and Evaluation will send the screening instrument (page 49) to elementary schools. These will be for each kindergarten child and other primary grade children who have not been previously screened. These forms are listed alphabetically by the child's last name and are based on the enrollment as of the last school day in September.

FIRST WEEK OF NOVEMBER: Teachers will complete the preprinted screening forms for the designated students.

SECOND WEEK OF NOVEMBER: Principals will return the completed forms to Room A-127, Department of Data Processing Center. Any unused forms should be attached to the "Student Exclusion Sheet" and sent to the Department of Research and Evaluation, Room A-245. Both offices are in the Educational Services Center.

FIRST WEEK OF DECEMBER: The Department of Research and Evaluation will return the tabulation of results to the schools showing individual (page 53) and group (page 54) profiles and giving a school summary (page 55) of the data.

SPRING SCREENING

THIRD WEEK OF FEBRUARY: The Department of Research and Evaluation will send the screening instrument to the elementary schools for all

primary children who have enrolled between the last school day in September and the second Friday in January and who have not been previously screened. The forms are listed alphabetically by the child's last name.

FOURTH WEEK OF FEBRUARY: Teachers will complete the preprinted screening forms for the designated students.

FIRST WEEK OF MARCH: Principals will return the completed forms to Room A-127, Department of Data Processing Center, and the unused forms, attached to "Student Exclusion Sheet," to the Department of Research and Evaluation, Room A-245 at the Educational Services Center.

THIRD WEEK OF MARCH: The Department of Research and Evaluation will return the tabulation of results to the schools, showing individual (page 53) and group (page 54) profiles and giving a school summary of the data. Children's individual scores will be recorded on strips of paper to be peeled off and placed on the upper left side of the "Pupil Test Record" card (MCPS Form 340-1).

SECOND WEEK OF APRIL: The Department of Research and Evaluation will distribute the total summary (page 55) of the screenings for the year to the schools.

SECOND WEEK OF MAY: Principals will complete a follow-up form (page 60) giving the status of those children identified as needing further screening.

PART III

FOLLOW-UP PROCEDURES

Analysis of the Early Identification Program

The major focus of any early identification program is the recognition of children's needs so that an appropriate program can be planned. During the early identification process, however, it should be kept in mind that children of the same chronological age differ greatly in the rate at which they acquire skills and that each child grows and develops according to his or her own individual style. To assist in this process, the information summarized on the Maryland Systematic Teacher Observation Instrument should be used, along with other information known about each child.

Identified weaknesses in a developmental area may indicate learning problems which the child is or will be encountering. Even if there is only a slight indication that a child has a learning problem, it is better to identify this and screen further than to chance the possibility of its being overlooked.

Interpreting the Score

The summary of the observations on the instrument gives a profile of a child's performance. This profile is to be used only as a screening instrument. A low score on the part of a particular student in one or more of the developmental areas of the profile, however, does not necessarily indicate a current or future learning problem. For example, children who are quite awkward in their movements may, nonetheless, encounter no difficulties in learning to read, do arithmetic, etc. It follows that a child should not, because of a low score, be excluded from opportunities to demonstrate actual learning abilities in any area of the curriculum.

In other words, while the teacher should use the profile as a predictive as well as a diagnostic instrument, when using it predictively the teacher must do so with particular caution. The ultimate test of any individual's ability is whether the child can do the actual work. A psychomotor, perceptual, etc., weakness may need to be worked on and improved for its own sake; but academic instruction may not need to be delayed until improvement in these areas has been observed. In the case of any individual child, the prediction of learning difficulty by the profile is an alert to the teacher. It is not a definitive judgment. The results of the instrument are not to be used to label a child. If this is being done, the results are being overinterpreted. The fullest and best predictive judgment available is that of the teacher looking at the total history and performance of the child.

Assistance for Teachers

If a teacher needs assistance in working with a child, the educational management team is available in the local school. This team, chaired by the school principal, meets on a regular basis and is made up of professionals serving the school. In those cases where children require a program adjustment, the team is responsible for designing an educational management plan and for writing and monitoring it.

Parent Involvement

Conferences with parents or guardians are scheduled when more information is needed about a student's growth and development or when parent assistance is needed in developing and implementing the student's educational program. In cases where the Educational Management Team is recommending that a student should have a specialized evaluation, the parent or guardian must be informed of the details and MCPS Form 311-64, "Request for Evaluation" must be completed before the evaluation can take place.

It is recognized that involving parents in the child's education is a continuous responsibility of the school staff beginning with the conferences held during the Kindergarten Roundup. Parents need to be informed early in the school year as to the purposes of early identification, educational management teams and plans, and the many aspects of the educational program. Also, a school staff needs to establish ways of keeping parents up to date during the school year on a child's achievement.

Four Steps in Handling the Results of the Maryland Systematic Teacher Observation Instrument

After the tabulations of teacher observations have been returned to the schools, the following sequence of events will occur:

Step #1: REVIEW OF THE DATA ON INDIVIDUALS

- Review of the class summary interpretation sheet by principal and classroom teacher together

- Determination of the appropriate follow-up of students identified as needing further screening, either by the total score or by the rating in a particular developmental area. The teacher must decide if the student needs:

  a) Further screening in a particular developmental area in the classroom setting in order to refine program

  b) Continuation in the existing educational program based on current information

  c) Additional services beyond the regular classroom and, if so, the case should be referred to in writing to the educational management team by use of a local school form or MCPS Form 335-59, "Case Summary and Referral." If a local school form is used instead of the county form, there must be a place where the problem or need of the student can be indicated and a summary of any interventions previously tried can be recorded.

Step #2: THE EDUCATIONAL MANAGEMENT TEAM AND PLAN

- Principal, who is chairperson the the Educational Management Team, reviews the results of the class summary sheet on early identification with the educational management team at a regularly scheduled meeting. The principal reviews with team members the follow-up status of each student identified as "needing further screening" on the Maryland Systematic Teacher Observation Instrument as previously determined by the principal and classroom teacher.

- Team members focus in-depth only on those students identified as needing further screening and who are being referred to them in writing through use of the local school form or MCPS Form 335-59, "Case Summary and Referral."

- Team members decide who is going to do what and when to gain more information on a student in order to develop a more effective educational program for the student. Team members may suggest a modification to the teaching strategies and the present classroom program for each student referred. Program modifications suggested by the team are recorded in writing on the appropriate section of the referral form (MCPS Form 335-59) or the local school referral form. If a student is recommended for more extensive service than the classroom teacher ordinarily supplies (levels 3 or 4), an Educational Management Plan (MCPS Form 335-60) must be completed.

Step #3: REVIEW OF THE EDUCATIONAL MANAGEMENT PLAN

- Dates are established by the Educational Management Team to review the Educational Management Plan on individual students. This information is recorded on a local school form or MCPS Form 335-61, "Review of Educational Plan." The elementary principal, as chairperson of the EMT, is accountable for assuring that an EMP is monitored, reviewed periodically, and modified when needed. Whenever a plan is modified, the new plan is recorded and the cycle is repeated for reviewing it.

Step #4: INFORMATION RECORDED ON ALL STUDENTS

- A school will receive a copy of the students' individual scores on the Maryland Systematic Teacher Observation Instrument. Each student's score will be recorded on a narrow strip of paper. This paper will need to be peeled off from the wax paper and placed on the upper left side of the student's "Pupil Test Record" card (MCPS Form 340-1) which is filed in the student's cumulative folder.

- All students identified as needing further screening and who are not being referred for various reasons to the EMT for assistance with program require a notation on the upper left hand corner of the student's MCPS Form 340-18, "Maryland Systematic Teacher Observation Individual Interpretation Sheet." An example appears on the following page.

- All MCPS Forms 340-18, "Maryland Systematic Teacher Observation, Individual Interpretation Sheet" on individual students are filed in the student's cumulative folder and remain in the folder until the student has completed grade 3 or the equivalent of grade 3 in the nongraded schools. At the end of grade 3, these forms (MCPS Form 340-18) are to be pulled from the individual students' folders and disposed of at the local school.

- For any students identified as needing "further screening" or who are being referred to the EMT, the teacher should follow the procedures discussed in the previous Steps 2 and 3 on "Educational Management Team"; and file the appropriate forms in the students' folders.

Example:

MARYLAND SYSTEMATIC TEACHER OBSERVATION
INTERPRETATION SHEET – INDIVIDUAL

TOTAL SCORE ↓ | DATE RUN | BIRTHDATE | SECTION | GRADE

AREAS OF DEVELOPMENT

Continuation of Present Program — Sally Smith, Teh. 2/26/76

I. PSYCHOMOTOR	(4)	NAMES AND LOCATES AT LEAST FIVE PARTS OF HIS BODY
	5	KNOCKS OVER THINGS WHEN REACHING FOR THEM
	(9)	STAYS WITH THE ACTIVITY AT HAND
	(23)	SPEECH IS UNDERSTANDABLE
	29	STUMBLES, TRIPS OR FALLS
II. SENSORY/ PERCEPTION	1	SAYS 'HUH' OR 'WHAT' AFTER HE HAS BEEN TOLD SOMETHING OR ASKED A QUESTION
	8	CAN RECOGNIZE OWN NAME IN PRINT
	(16)	IDENTIFIES LIKENESSES AND DIFFERENCES IN PICTURES, OBJECTS AND FORMS
	21	IF CHILD PRINTS, HE PRINTS WORDS, LETTERS AND/OR NUMBERS BACKWARDS
	26	MATCHES OBJECTS TO PICTURES (I.E., TOY TRUCK TO PICTURE OF TRUCK)
	30	CAN COPY A CIRCLE, SQUARE, AND TRIANGLE SO THAT IT IS RECOGNIZABLE
	34	DISCRIMINATES BETWEEN FINE DIFFERENCES IN SOUNDS HEARD (I.E., BOY, TOY)
	35	ARRANGES A THREE-PART PICTURE STORY IN CORRECT SEQUENCE
III. LANGUAGE	(3)	CAN TELL ABOUT A PICTURE WHILE LOOKING AT IT
	6	FUMBLES FOR WORDS, USES A WRONG WORD, OR SAYS HE FORGOT WHAT HE WAS TRYING TO SAY
	10	CAN TELL ABOUT A RECENT SCHOOL ACTIVITY (I.E., FIELD TRIP)
	(11)	FOLLOWS DIRECTIONS
	12	CAN REPEAT SENTENCES SUCH AS "I LIKE TO PLAY OUTSIDE" IN CORRECT ORDER
	(23)	SPEECH IS UNDERSTANDABLE
	28	CAN TELL ABOUT A STORY AFTER LISTENING TO IT
	33	SPEAKS IN SENTENCES OF MORE THAN THREE WORDS
	36	RETELLS STORY IN CORRECT SEQUENTIAL ORDER
IV. COGNITION	(3)	CAN TELL ABOUT A PICTURE WHILE LOOKING AT IT
	(4)	NAMES AND LOCATES AT LEAST FIVE PARTS OF HIS BODY
	(	OWS DIRECTIONS
		MON OBJECTS SU[illegible] CHAIR, DESK, TABLE
		[illegible]

PART IV

TEACHING STRATEGIES

Suggestions to Assist Classroom Teachers

The items from the Maryland Systematic Teacher Observation Instrument are listed in this part of the Handbook according to the five developmental areas. Suggested teaching strategies are grouped beside each item. These are not in order of difficulty, necessarily. They have been designed to assist teachers in planning a child's program. Some of these strategies provide opportunities for teachers to observe the child's behavior as well.

Included at the end of each section are other classroom behavior characteristics which might indicate a need for help in the developmental area under consideration. Suggestions are also offered as to ways to work with children who demonstrate these other characteristics. At the end of each of the five sections, the teacher is referred to specific pages of Volume III, Prereading, of Teaching Reading Skills where other suggestions for program design for individual students are found.

The following key is provided to interpret the format of this section:

- All items listed beside the numbers are stated as they appear in the Maryland Systematic Teacher Observation Instrument. If the item does not indicate a need, it has been restated below the item and a dot appears before it.
- Behaviors in capital letters and underlined indicate where the child needs remediation.
- Numbers which are in parentheses appear before items which are used in two areas. For example item (4) is used in both the Psychomotor and the Cognitive areas for observing children.

I. PSYCHOMOTOR

Items	Illustrative Classroom and Teaching Strategies
The child:	The teacher may:
(4) Names and locates at least five parts of body	
. <u>DOES NOT NAME AND LOCATE A MINIMUM OF FIVE PARTS OF THE BODY</u>	1. Identify parts of the child's body by pointing and naming the various parts 2. Introduce games, rhymes, and songs that identify body parts (appropriate records, e.g., Hap Palmer Records; game: "Looby Loo," "Simon Says," etc.) 3. Provide mirrors for children to use in identifying body parts 4. Provide "people puzzles" and/or dolls for the child to identify body parts

I. PSYCHOMOTOR (cont.)

Items	Illustrative Classroom and Teaching Strategies
The child:	The teacher may:
. DOES NOT NAME AND LOCATE A MINIMUM OF FIVE PARTS OF THE BODY (cont.)	5. Ask the child to draw a self-portrait 6. Provide "people pictures" with missing parts for the child to complete and discuss
5 KNOCKS OVER THINGS WHEN REACHING FOR THEM	1. Supply the child with blocks for building structures 2. Ask the child to place blocks in specific positions in relation to one another using picture cards 3. Provide doll house and furniture to be arranged in appropriate rooms 4. Arrange three-dimensional objects in an array and ask the child to pick up specific ones individually 5. Ask the child to set a table with dishes, glasses, cups, saucers, and flatware 6. Ask the child to sort objects at first picking up only one type of object without disturbing others
(9) Stays with the activity at hand	
. DOES NOT STICK TO ONE TASK FOR LONG PERIODS OF TIME. DOES NOT STICK TO ONE SIMPLE ACTIVITY UNTIL ITS COMPLETION	1. Give only one direction at a time; wait until this is carried out before giving another 2. Pace the child by setting time periods for work assigned 3. Reinforce positive behavior by providing recognition 4. Provide activities that are of high personal interest 5. Involve the child in the planning of own program
(23) Speech is understandable	
. HAS UNCLEAR SPEECH	1. Provide the child with correct speech models through frequent talking sessions with teacher 2. Prepare tapes of simple rhymes or stories and ask the child to listen and repeat certain parts 3. Read to the child frequently. A child with a speech problem should sit close to the teacher 4. Involve the child in choral speaking activities

I. PSYCHOMOTOR (cont.)

Items	Illustrative Classroom and Teaching Strategies
The child:	The teacher may:
. HAS UNCLEAR SPEECH (cont.)	5. Encourage the child to participate in dramatic play with puppets 6. Ask the child to say or sing simple rhymes along with the teacher or other children 7. Ask the child to repeat certain sentences, phrases, or words in stories or poems
29 STUMBLES, TRIPS, OR FALLS	1. Hold the child's hand and ask the child to walk in rhythm, gradually increasing speed 2. Use rhythm records for movement to beat of music. Gradually increase beat 3. Construct maze walk. Encourage the child to walk through simple classroom chair maze without bumping 4. Offer climbing opportunities using indoor and outdoor equipment--climb under the table, climb on the jungle gym, climb in the box, climb through Billy's legs

Other Classroom Behavior Characteristics for the Teacher to Observe	Classroom and Teaching Strategies
Large Muscle	
The child:	The teacher may:
Runs Awkwardly	1. Encourage the child to take the hand of a peer when running 2. Provide opportunities for the child to run short distances in game situations 3. Involve the child in dramatic play situations which include running (perhaps some running in place) 4. Involve the child in activities in which marching to a rhythm band is expected
Has difficulty walking a straight line	1. Ask the child to walk within the boundaries of a wide painted line or an area marked off with tape 2. Play games in which the child walks short distances to get specific objects 3. Make a "bridge" by roping off a long narrow area. Plan a cross-the-bridge game in which the child must cross the bridge to get an object or do a task and then return to the former location

Other Classroom Behavior Characteristics for the Teacher to Observe	Classroom and Teaching Strategies
Large Muscle (cont.)	
The child:	The teacher may:
Has difficulty walking a straight line (cont.)	4. Tape large cardboard "footprints" or "tracks" to the floor in a straight line. In dramatic play situations, ask the child to follow the tracks or footprints.
Has difficulty alternating feet	1. Encourage the child to use both feet on stairs until the child is comfortable with those stairs 2. Ask the child to participate in marching activities with a rhythm band or marching recordings 3. Assist the child with climbing activities on the playground 4. Ask the child to crawl, using both hands and both feet, left hand and foot, right hand and foot, alternate hands and feet 5. Play "Simon Says" activities which include directions, such as "Raise your left foot," "Kick your right leg high" 6. Ask the child to kick a large ball first with one foot and then with the other 7. Provide a low wooden box for the child to step on and over, using alternating feet
Has difficulty hopping on either foot	1. Ask the child to participate in dramatic play activities involving hopping on both feet and/or hopping on one foot and then on the other 2. Ask the child to hop on one foot, then the other while holding on to a rail or other sturdy, suitable, stationary object 3. Ask the child to kick a large ball first with one foot and then the other 4. Ask the child to march to rhythm band instruments or marching recordings (limit practice activities involving hopping to short periods of time)

Other Classroom Behavior Characteristics for the Teacher to Observe	Classroom and Teaching Strategies
Small Muscle	
The child:	The teacher may:
Has difficulty picking up object with fingers	1. Ask the child to use fingers in activities such as: . Finger painting . Tracing letters or forms . Pointing to objects . Stringing beads . Using form boards, magnetic boards, felt boards, and pegboards . Using puppets . Using lacing cards and yarn . Clay modeling 2. Involve the child in finger play activities 3. Ask the child to catch a large ball 4. Provide games in which the child is asked to pick up specific objects which are described (e.g., pick up the thing that is round and red and put it in the basket). Large items should be used first, then decrease the size as the game progresses.
Has difficulty controlling crayons, pencil, or scissors	1. Give the child water and a large paint brush to "paint" pictures and letters on the chalkboard 2. Give the child a large brush and tempera paints to paint on old newspapers or newsprint 3. Provide opportunities for the child to use chalk to draw pictures, forms, and trace letters on the chalkboard 4. Provide opportunities for the child to use a broad-tipped magic marker to draw pictures and write letters and words on newspaper or newsprint 5. Ask the child to use large crayons to draw and/or color on paper 6. Ask the child to use pencils to draw and/or shade objects on paper 7. Provide opportunities for the child to use scissors to cut any type of shape from newsprint. Ask the child to draw shapes or objects on newsprint and cut them out. 8. Ask the child to cut pictures from magazines and catalogues.

I. PSYCHOMOTOR (cont.)

Other Classroom Behavior Characteristics for the Teacher to Observe	Classroom and Teaching Strategies
Small Muscle (cont.)	
The child:	The teacher may:
Has difficulty with buttons	1. Ask the child to insert shapes into a precut form 2. Ask the child to make peg board designs (beginning with large pegs, then using smaller pegs) 3. Ask the child to drop coins in a bank 4. Construct a set of button-button hole materials . Beginning with very large buttons and button holes . Gradually decreasing the size of buttons and button holes being used 5. Ask the child to button, zip, and fasten clothing which is used in dressing a doll

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Various MCPS curricula and instructional materials are available in each elementary school to assist teachers in planning a program for this area of development. Teachers may find the following pages in the MCPS Bulletin No. 246 Teaching Reading Skills, Volume III, Prereading, helpful.

Psychomotor: Large muscle: pp. 31-33

Small muscle: pp. 35-37

24

II. SENSORY/PERCEPTION

Items	Illustrative Classroom and Teaching Strategies
The child:	The teacher may:
1 SAYS "HUH" OR "WHAT" AFTER HE HAS BEEN TOLD SOMETHING OR ASKED A QUESTION	1. Recommend further screening for hearing when necessary 2. Help child to relate sounds to units of experience (e.g., animal sounds with pictures; musical instruments and their sounds, etc.) 3. Use tape recorder, language master or record player to practice identification of environmental and voice sounds 4. Use music or musical instruments to teach sound discrimination (high, low; near, far; loud, soft; etc.) 5. Teach imitation games--with pupil's back turned, teacher will make sounds (e.g., bounce ball, tap glass with spoon, etc.) --child will turn around and imitate 6. Ask the child to follow simple directions, building up the number of directions as appropriate 7. Introduce listening and whispering games (e.g., "Simon Says," "Who Am I?" follow directions, etc.) 8. Use recorded story records and tapes for general audio stimulation 9. Provide telephone or walkie-talkie for experimentation by children
8 Can recognize own name in print	
. DOES NOT RECOGNIZE FIRST NAME IN PRINT	1. Write the child's name on the board or chart with action pictures to illustrate responsibilities (e.g., watering plants, arranging blocks) 2. Ask the child to discuss the names of letters found in own name. Provide name configuration clue (e.g., John, Mary) 3. Ask the child to arrange the letters of own name in correct sequence 4. Provide opportunities for the child to find own name in print under different conditions 5. Ask the child to find other words that begin with the same letter as does the child's name (e.g., for Betty or Bill: ball, bat, bottle)

Items	Illustrative Classroom and Teaching Strategies
The child:	The teacher may:
(16) Identifies likenesses and differences in pictures, objects, and forms	
. DOES NOT DIFFERENTIATE LIKENESSES AND/OR DIFFERENCES IN PICTURES, OBJECTS, AND FORMS	1. Ask the child to group toys that are alike 2. Ask the child to match colors, sizes, and shapes 3. Provide parquetry blocks for the child to reproduce or create a design 4. Ask the child to search for pictures representing a particular interest (e.g., airplanes, animals, toys) 5. Ask the child to identify like and different objects starting with concrete objects and progressing to pictures, geometric shapes, letters, and words
21 IF CHILD PRINTS, HE PRINTS WORDS, LETTERS AND/OR NUMBERS BACKWARDS	1. Ask the child to match letters and numbers 2. Ask the child to identify letters and numbers on the primary typewriter 3. Ask the child to name letters or numbers while tracing, using a multisensory approach 4. Ask the child to reproduce a letter or number as demonstrated 5. Ask the child to reproduce from memory selected letters and numbers 6. Ask the child to use paint brush and water to trace letters on chalkboard 7. Flash overhead transparencies of letters on chalkboard. Ask the child to trace letters with chalk 8. Ask the child to follow patterns using manipulative objects (e.g., blocks, beads, pegs, etc.--This activity is for children who are not printing but for whom reversals have been observed.)
26 Matches objects to pictures (i.e., toy truck to picture of truck)	
. IS UNABLE TO MATCH OBJECTS TO PICTURES (I.E., TOY TRUCK TO PICTURE OF TRUCK)	1. Collect a set of pairs of objects. The child is asked to arrange them in matched sets.

II. SENSORY/PERCEPTION (cont.)

Items	Illustrative Classroom and Teaching Strategies
The child:	The teacher may:
. IS UNABLE TO MATCH OBJECTS TO PICTURES (I.E., TOY TRUCK TO PICTURE OF TRUCK (cont.)	2. Collect a set of pictures, containing pairs of exact pictures. The child is asked to match pictures. 3. Collect a set of objects and a set of individual pictures of similar objects. The child matches object to picture of object. (At first, pictures should be as similar to objects as is possible.)
30 Can copy a circle, square, and triangle so that it is recognizable	
. DOES NOT COPY CIRCLE, SQUARE AND TRIANGLE SO THAT IT IS RECOGNIZABLE	1. Provide the child with block design materials containing circles, squares, and triangles 2. Provide the child with dot-to-dot patterns of circles, squares, and triangles to connect 3. Tape patterns of circle, square, and triangle on floor; ask the child to walk the pattern 4. Ask the child to select from a box of circles, squares, and triangles those shapes that go together 5. Ask the child to trace forms, such as squares, circles, and triangles, including the use of textured materials and/or stencils
34 Discriminates between fine differences in sounds heard (i.e., boy, toy)	
. DOES NOT DISCRIMINATE BETWEEN FINE DIFFERENCES IN SOUNDS HEARD (I.E., BOY, TOY)	1. Ask the child to listen to words and identify those that start with the same beginning sound 2. Provide three pictures of rhyming words: e.g., dog, frog, hog. Ask the child to point to the picture after hearing the spoken word 3. Ask the child to listen to words and identify those that rhyme 4. Ask the child to name rhymes for children's names, colors, etc. (e.g., "Give the name of the child that rhymes with pick" or for colors, "Fellow and jello rhyme with _____.")

II. SENSORY/PERCEPTION (cont.)

Items	Illustrative Classroom and Teaching Strategies
The child:	The teacher may:
35 Arranges a three-part picture story in correct sequence	
. HAS DIFFICULTY IN ARRANGING A THREE-PART PICTURE STORY IN CORRECT SEQUENCE	1. Provide concrete materials to sequence with reference to size 2. Provide puzzles and games which reinforce sequencing (e.g., nesting objects, appropriate puzzles, games) 3. Provide pictures from stories or comic strips to be placed in sequence 4. Provide a flannel board and flannel figures to be used in retelling a story 5. Provide an opportunity for the child to sequence photographs of a familiar event to tell a story

Other Classroom Behavior Characteristics for the Teacher to Observe	Classroom and Teaching Strategies
Auditory Perception	
The child:	The teacher may:
Consistently does not respond when spoken to from behind	1. Check the noise level in the classroom 2. Check the child for paying attention 3. Provide preferential seating 4. Discuss further screening for hearing with appropriate staff
Consistently does not respond to name when called	1. Call the role and ask the child to respond to own name by saying "here" or "present" 2. Use name cards during roll call, dismissal, grouping, etc. 3. Use the child's name in songs, games, stories 4. Go to the child, look at the child, and speak the child's name in a quiet, distinct voice
Has difficulty hearing sounds in environment, such as bell ringing, knock on the door, music	1. Ask the child to identify sounds in the environment with back turned, i.e., dropping a rock, closing a door, running water

Other Classroom Behavior Characteristics for the Teacher to Observe	Classroom and Teaching Strategies
Auditory Perception (cont.)	
The child:	The teacher may:
Has difficulty hearing sounds in environment, such as bell ringing, knock on the door, music (cont.)	2. Ask the child to point to the location of the sound after hearing it 3. Ask the child to identify recorded animal sounds 4. Ask the child to tape environmental sounds and identify the sounds on playback 5. Ask the child to discriminate volume and pitch with recordings and tapes 6. Ask the child to reproduce rhythm patterns of tapping, clapping, etc.
Visual Perception	
The child:	The teacher may:
Holds materials too close to eyes or too far away and/or consistently squints eyes	1. Check classroom lighting 2. Ensure that the child is seated so as to see materials 3. Ensure that the materials are clearly reproduced and the print is of adequate size for a child this age 4. Ensure that the instructional materials are posted at the child's eye level 5. Discuss further screening of vision with appropriate staff
Visual Motor Perception	
The child:	The teacher may:
Has difficulty in stringing beads	1. Ensure the child has adequate vision 2. Provide experiences with clay, finger paint, paints and brush, scissors, paste, and other manipulative materials 3. Provide experiences with bead stringing progressing from larger beads to smaller ones 4. Provide small objects for child to sort and manipulate (e.g., buttons, nails, screws, etc.)
Has difficulty in manipulating puzzles or similar materials	1. Ensure that the child has adequate vision 2. Provide experiences with clay, finger paint, paints and brush, scissors, paste, and other manipulative materials

Other Classroom Behavior Characteristics for the Teacher to Observe	Classroom and Teaching Strategies
Visual Motor Perception (cont.)	
The child:	The teacher may:
Has difficulty in manipulating puzzles or similar materials (cont.)	3. Ask the child to pick up or sort out objects (e.g., buttons, nails, screws) 4. Provide opportunity for woodworking experiences (e.g., hammering nails) 5. Provide well-constructed primary puzzles consisting of 4-10 pieces
Scribbles instead of draws	1. Provide experiences in climbing, ball playing, ball throwing 2. Provide experiences in building with table blocks and puzzles 3. Provide experiences for using manipulative materials (e.g., clay, fingerpaint) 4. Provide experiences with crayons--tracing, coloring, copying large figures 5. Provide experiences with pencil-tracing, shading, copying, starting with large figures and progressing to smaller ones
Does not identify right and/or left hand	1. Plan games, such as "Looby Loo," "Simon Says"--identification of body parts 2. Assist the child to identify left or right by wearing ribbon on wrist, tape on shoes, etc.
Does not work in left-right progression	1. Ask the child to walk sideways, left to right direction, on a balance beam 2. Provide opportunities for the child to experience left-right progression on paper, using green to indicate starting position (left) and red for stopping (right) 3. Run hand from left to right under a story dictated by the child when needed 4. Ask the child to count peers in a row, using left to right progression 5. Provide opportunity for the child to arrange a picture story in left-right progression
Does not recognize at least five letters of the alphabet	1. Provide opportunity for the child to use body limbs to form selected letters of the alphabet (e.g., o, x, t) 2. Ask the child to match letters and name them

II. SENSORY/PERCEPTION (cont.)

Other Classroom Behavior Characteristics for the Teacher to Observe	Classroom and Teaching Strategies
Visual Motor Perception (cont.)	
The child:	The teacher may:
Does not recognize at least five letters of the alphabet (cont.)	3. Provide tactile-kinesthetic letters in the child's own name to trace with fingers 4. Associate letters with a meaningful word (e.g., objects in the room) 5. Use stitchery cards with letters

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Sensory/Perception: Auditory, pp. 39-41
Visual, pp. 43-45
Visual Motor (psychomotor-small muscle control), pp. 35-37

III. LANGUAGE

Items	Illustrative Classroom and Teaching Strategies
The child:	The teacher may:
(3) Can tell about a picture while looking at it	
. DOES NOT TELL ABOUT A PICTURE WHILE LOOKING AT IT	1. Ensure that the child understands the language and the concepts by providing materials within the experience of the child 2. Provide simulated play experiences which will develop concepts and/or language 3. Assist the child to understand the main word or idea through teacher's questioning about an object, picture, or idea 4. Provide options for the child to choose an object or picture to discuss
6 FUMBLES FOR WORDS, USES A WRONG WORD, OR SAYS HE FORGOT WHAT HE WAS TRYING TO SAY	1. Provide a relaxed atmosphere so that the child feels free to speak 2. Provide opportunities to expand speaking vocabulary 3. Provide assistance when the child is relating an experience
10 Can tell about a recent school activity (i.e., field trip)	
. DOES NOT TELL ABOUT A RECENT SCHOOL ACTIVITY (E.G., FIELD TRIP, STORY HEARD IN CLASS)	1. Provide opportunities for the child to describe simple objects and/or pictures 2. Provide opportunities to recall information through the use of games and stimulating props for dramatization 3. Ask the child to describe a class activity 4. Provide opportunities for the child to see photographs of school activities and ask the child to describe them 5. Provide an opportunity for the child to sequence photographs and to tell a story about them
(11) Follows directions	
. DOES NOT FOLLOW SIMPLE DIRECTIONS	1. Ensure that the child can hear 2. Ensure that the child knows and understands the language by providing opportunities to use language in conversation with the teacher and other children 3. Give the child a purpose for listening (e.g., audio materials of high interest to the child)

III. LANGUAGE (cont.)

Items	Illustrative Classroom and Teaching Strategies
The child:	The teacher may:
. DOES NOT FOLLOW SIMPLE DIRECTIONS (cont.)	4. Use single direction words for the child to demonstrate (e.g., sit, stand, walk, stop) 5. Set up a listening center and provide a simple listening task on tape for the child to complete 6. Provide games which involve listening and following directions (e.g., whispering in game form or "Simon Says," and "Bring Me")
12 Can repeat sentences such as "I like to play outside" in correct order	
. DOES NOT REPEAT SENTENCES SUCH AS "I LIKE TO PLAY OUTSIDE" IN CORRECT ORDER (OR OTHER PATTERNS SUCH AS SOUNDS, WORDS, SENTENCES)	1. Ensure that the child can hear 2. Provide a model of clear speech pattern 3. Provide physical and/or musical activities to focus on rhythmic patterning 4. Ask the child to repeat one syllable words, gradually increasing to more difficult words 5. Ask the child to repeat increasingly difficult sentences 6. Ask the child to evaluate own recorded, verbal patterns
(23) Speech is understandable	
. HAS UNCLEAR SPEECH	1. Provide the child with correct speech models through frequent talking sessions with teacher 2. Prepare tapes of simple rhymes or stories and ask the child to listen and repeat certain parts 3. Read to the child frequently. A child with a speech problem should sit close to the teacher. 4. Involve the child in choral speaking activities 5. Encourage the child to participate in dramatic play with puppets 6. Ask the child to say or sing simple rhymes along with the teacher or other children 7. Ask the child to repeat certain sentences, phrases, or words in stories or poems

III. LANGUAGE (cont.)

Items	Illustrative Classroom and Teaching Strategies
The child:	The teacher may:
28 Can tell about a story after listening to it	
. CAN'T TELL ABOUT A STORY AFTER LISTENING TO IT	1. Ensure that the child can hear 2. Ask the child to tell about a familiar experience requiring sequencing such as how to play a game (tag) or what happens in school in the morning, etc. 3. Read short and simple stories to the child and design specific questions about them, requiring short responses 4. Read a short and simple story to the child. After every few sentences, stop and have the child recall general idea of what has been read. Increase the length of stories read as the child indicates skill in retelling
33 Speaks in sentences of more than three words	
. DOESN'T SPEAK IN SENTENCES OF MORE THAN THREE WORDS	1. Provide an opportunity to describe various objects in sentences as perceived by the child (e.g., apple, toy, car, picture, wet sponge) 2. Provide the child with sensory activities that call for partners and encourage language (e.g., "Guess what I have") 3. Provide the beginning of a sentence or a story and ask the child to make up an ending to it 4. Provide opportunities to reinforce spontaneous use of language (e.g., story telling, informal discussion, activity time--play house, taped stories, reaction to pictures, etc.) 5. Encourage parents to engage in the above activities with the child at home. (It may be desirable to set up a miniworkshop for this purpose.) 6. Provide action words for the child to act out and describe 7. Provide a phone center where the child can call another child on the phone and carry on a conversation 8. Provide an opportunity for the child to create a story in order to verbalize a fantasy thought (e.g., catching a leprechaun)

III. LANGUAGE (cont.)

Items	Illustrative Classroom and Teaching Strategies
The child:	The teacher may:
36 Retells story in correct sequential order	
. CAN'T RETELL STORY IN CORRECT SEQUENTIAL ORDER	1. Ask the child to dramatize a simple sequential occurrence such as a Jack-in-the-box being released. Ask the child to describe steps of the dramatization 2. Ask the child to tell about a familiar experience in sequence, such as describing activities at school in the morning 3. Provide sequential pictures of a simple story to be used as the child attempts to retell the story 4. Tell or read a story in short parts and ask the child to retell it after each part (increase length of parts as child's ability to retell increases)

Other Classroom Behavior Characteristics for the Teacher to Observe	Classroom and Teaching Strategies
The child:	The teacher may:
Does not talk to other children	1. Provide opportunities for verbal sharing throughout the day 2. Provide free choice of partner activities (e.g., conversation by the phone) 3. Provide opportunities for small group discussions (3-4 children) 4. Notice experiences and reactions by verbalizing (e.g., "I see you smiling. Tell us what you are "thinking about.") 5. Provide time for the child to describe a trip or other experience to the teacher or a friend
Does not supply rhyming words in context	1. Present opportunities to learn rhyming families through songs, poems, games, finger plays 2. Ask the child to find pairs of pictures that rhyme 3. Recite or read a story or poem which employs rhyming words, leaving out a rhyming word periodically (help may be needed as the child attempts to supply words that rhyme in appropriate context)

III. LANGUAGE (cont.)

Other Classroom Behavior Characteristics for the Teacher to Observe	Classroom and Teaching Strategies
The child:	The teacher may:
Reverses word order in sentences	1. Provide a model of acceptable language 2. Provide time for listening and repeating phrases and sentences in order, using playback recordings 3. Provide opportunities for repetition of material from memory (e.g., familiar rhymes, songs, poems, T.V. commercials, stories)
Does not repeat any one of the following from memory: familiar rhymes, songs, T.V. commercials	1. Provide an opportunity to repeat sounds (e.g., animal sounds, sounds in environment, words, etc.) 2. Provide listening opportunities utilizing tapes and playback (e.g., familiar rhymes, songs, T.V. commercials, rhythmic music, play acting) 3. Provide opportunities to act out familiar rhymes, songs, poems, T.V. commercials
Does not use pronouns appropriately in conversation	1. Present pictures and ask the child to substitute the pronoun for the subject in the picture 2. Ask the child to use own name in action sentence (e.g., replace name with appropriate pronoun "I"--"Chris will play. I will play.") 3. Read a story that has conversation throughout and ask the child to discuss it 4. Ask the child a question to be answered with a choice of pronouns (e.g., "Who is playing?" he, she, they, we, etc.) 5. Read a story containing pronouns and ask the child to tell the names of the characters for whom specific pronouns stand

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Various MCPS curricula and instructional materials are available in each elementary school to assist teachers in planning a program for this area of development. Teachers may find the following pages in the MCPS Bulletin No. 246, Teaching Reading Skills, Volume III, Prereading, helpful.

Language and Cognition: Word meanings, pp. 51-53
Location/recall of information, pp. 55-57
Translation, pp. 59-61
Interpretation, pp. 63-65
Prediction, pp. 67-69
Application, pp. 71-73
Synthesis, pp. 75-77
Evaluation, pp. 79-81

IV. COGNITION

Items	Illustrative Classroom and Teaching Strategies
The child:	**The teacher may:**
(3) Can tell about a picture while looking at it	
. CANNOT DESCRIBE A PICTURE WHILE LOOKING AT IT	1. Provide opportunities to develop spontaneous use of language (e.g., story-telling, informal discussion, activity time such as play house, taped stories, reaction to pictures, etc.) 2. Provide options for the child to select an object or picture to discuss 3. Assist the child to understand the main word or idea through questioning about a picture or an object
(4) Names and locates at least five parts of his body	
. DOES NOT NAME AND LOCATE FIVE PARTS OF BODY	1. Identify parts of the child's body by pointing and naming the various parts 2. Introduce games, rhymes, and songs that identify body parts (appropriate records, e.g., Hap Palmer Records; games: "Looby Loo," "Simon Says," etc.) 3. Provide mirrors for children to use in identifying body parts 4. Provide "people puzzles" and/or dolls for the child to identify body parts 5. Ask the child to draw a self-portrait 6. Provide "people pictures" with missing parts for child to complete and discuss
(11) Follows directions	
. DOES NOT FOLLOW SIMPLE DIRECTIONS	1. Ensure that the child can hear 2. Ensure that the child knows and understands the language by providing opportunities to use language in conversation with the teacher 3. Give the child a purpose for listening (e.g., audio materials of high interest to the child) 4. Use single direction words for the child to demonstrate (e.g., sit, stand, walk, stop) 5. Set up a listening center and provide a simple listening task on tape for the child to complete 6. Provide games which involve listening and following directions (e.g., whispering in game form or "Simon Says," and "Bring Me")

IV. COGNITION (cont.)

Items	Illustrative Classroom and Teaching Strategies
The child:	The teacher may:
14 Names common objects such as chair, desk, table	
. CANNOT NAME COMMON OBJECTS SUCH AS CHAIR, DESK, TABLE	1. Point to objects, name them, and ask the child to repeat their names 2. Provide the child with cards for the language master which show pictures of common objects (e.g., teacher records name of object on card and uses the word in a functional sentence such as, "chair - we sit on a chair") 3. Share pictures of objects with the child, encouraging the child to repeat the names of the objects
(16) Identifies likenesses and differences in pictures, objects, and forms	
. DOES NOT DIFFERENTIATE LIKENESSES AND/OR DIFFERENCES IN PICTURES, OBJECTS AND FORMS	1. Ask the child to group toys that are alike 2. Ask the child to match colors, sizes, and shapes 3. Provide parquetry blocks for the child to reproduce or to create a design 4. Ask the child to search for pictures representing a particular interest (e.g., animals, airplanes, toys) 5. Ask the child to identify like and different objects starting with concrete objects and progressing to pictures, geometric shapes, letters, and words
17 Gives own name and age when asked	
. CHILD DOES NOT GIVE OWN NAME AND AGE WHEN ASKED	1. Use the child's name and age in songs, stories, games 2. Write the child's name under different classroom assignments 3. Post the child's name, age, and picture on a bulletin board 4. Encourage the child to make a book of "All About Me" which will include name, age, etc. 5. Give special recognition to the child's birthday and new age

IV. COGNITION (cont.)

Items	Illustrative Classroom and Teaching Strategies
The child:	The teacher may:
19 Can identify colors (i.e., red, yellow, blue, green) by name	
. CHILD DOES NOT IDENTIFY COLORS BY NAME	1. Provide a variety of experiences that will assist the child in associating colors with their identifying names: Ex.: a) Have a specific color day b) Find the things in the room that are "red" c) Make a scrapbook of "red" items d) Make "red" punch with cranberry juice and soda
31 Can tell how many objects up to five	
. CHILD DOES NOT TELL THE NUMBER OF OBJECTS UP TO FIVE	1. Present rhymes, finger plays, action songs, and games that involve numbers; e.g., "Five Little Squirrels" 2. Provide opportunities for the child to use numbers in a one-to-one relationship in everyday experiences (e.g., "Bring me a cookie." Next, "Bring cookies for you and Dale. How many cookies will you need?" - "Bring me three crayons, four blocks, five napkins, etc.") 3. Provide experiences in counting (e.g., pegs, beads, pictures, etc.)
32 Classifies objects by categories such as food or clothing	
. CHILD DOES NOT CLASSIFY OBJECTS BY CATEGORIES: E.G. FOOD, CLOTHING, ETC.	1. Encourage the use of dramatic play in the housekeeping center, block center, etc., to practice categorization skills (e.g., "Where would you put the eggs?" "What kinds of things would you put in the stove?" "Where would you hang this coat?") 2. Provide magazines so that the child can find pictures to categorize (e.g., food, clothing, animals, furniture, etc.) 3. Provide objects or pictures of objects that can be sorted according to function (e.g., types of clothes fasteners--buttons, hooks, zippers, etc.)

Other Classroom Behavior Characteristics for the Teacher to Observe	Classroom and Teaching Strategies
The child:	The teacher may:
Does not understand the concept of alike or different	1. Provide activities to identify likenesses and differences (e.g., matching letters, shapes, colors, objects, pictures, etc.)
Does not demonstrate the use and function of common objects	1. Provide opportunities for the child to use common objects through dramatic play or demonstration 2. Provide opportunities for the child to use common objects in appropriate ways (e.g., bottle opener, hammer, etc.)
Has poor memory	1. Ask the child to play a "what's missing" game beginning with three objects on a tray and removing one at a time. Familiar objects will be presented first, followed by shapes and pictures. Gradually increase the number of objects. a) On the tray b) Missing from the tray 2. Show the child one object for a very short length of time and then ask the child to pick out a matching object from an arrangement, consisting of only one object which is the same as the original 3. Show the child an object or picture for a short period time and ask the child to use the name of the object or recall details of the picture 4. Ask the child to repeat a sound pattern of 1, 2, or 3 claps 5. Ask the child to follow directions, starting with 2-step directions and gradually increasing to a larger number of steps
Is unable to predict outcomes or consequences	1. Provide an opportunity for the child to dramatize the solution to a classroom problem (e.g., "What would happen if two children wanted to use the blocks and/or the swing at the same time?") 2. Ask the child to provide possible endings to stories

* * * * * * * * * * * *

Various MCPS curricula and instructional materials are available in each elementary school to assist teachers in planning program for this area of development. Teachers

may find the following pages in the MCPS Bulletin No. 246, Teaching Reading Skills, Volume III, Prereading, helpful.

Language and Cognition:
- Word meanings, pp. 51-53
- Location/recall of information, pp. 55-57
- Translation, pp. 59-61
- Interpretation, pp. 63-65
- Prediction, pp. 67-69
- Application, pp. 71-73
- Synthesis, pp. 75-77
- Evaluation, pp. 79-81

V. AFFECT/MOTIVATION

Items	Illustrative Classroom and Teaching Strategies
The child:	The teacher may:
2 FINISHES TASK LATE	1. Consult with or observe the child to determine special interests 2. Provide tasks based on the child's interest 3. Assist the child in setting realistic goals, gearing task so that completion is easily possible 4. Review procedures and materials required to complete a task 5. Reinforce positive behavior by recognition of success
7 CRINGES OR PULLS AWAY WHEN APPROACHED BY OTHERS	1. Help the child to develop a positive self-image and to build self-confidence by providing acceptance and encouragement 2. Select a compatible partner to work with the child (When a successful combination is found, provide further opportunities for association until timid child has accepted the partner. Repeat with another compatible child and help the child to gradually move into a group situation.) 3. Provide high stimulus activity for two children (e.g., toy telephones, recorded playback devices, film strip projector, etc.)
(9) Stays with the activity at hand	
. DOES NOT STAY WITH THE ACTIVITY AT HAND	1. Give only one direction at a time, waiting until this is carried out before giving another 2. Pace the child by setting time periods for work assigned 3. Reinforce positive behavior by providing recognition 4. Provide activities that are of high personal interest 5. Involve the child in the planning of own program
13 IS DROWSY, SLEEPY, OR SLEEPS	1. Review health records in cumulative folder 2. Consult with parent and inquire into the child's sleeping (and eating) habits 3. Ask the school nurse to observe the child and give guidance

V. AFFECT/MOTIVATION (cont.)

Items	Illustrative Classroom and Teaching Strategies
The child:	The teacher may:
13 IS DROWSY, SLEEPY, OR SLEEPS (cont.)	4. Arrange for appropriate dress for the child and regulate the room temperature 5. Provide a rest area for the child
15 FIGHTS, SHOUTS, OR SHAKES HIS FIST AS A PREFERRED MEANS OF SOLVING PROBLEMS	1. Discuss appropriate behavior for solving problems with the class 2. Ask the children to dramatize acceptable ways to solve problems (most appropriate to do when a problem actually arises) 3. Reinforce appropriate individual problem-solving behavior of each child as it occurs
18 STARES INTO SPACE	1. Consistently recognize the child in positive ways (e.g., assign as classroom helper and highlight name, etc.) 2. Consult with child to determine special interests 3. Offer tasks for child to achieve, based on child's interests and level of performance 4. Ask the child to sit near the teacher 5. Encourage the child to bring in things to share with others
20 SAYS "I CAN'T" WHEN PRESENTED WITH SCHOOL TASKS	1. Work on building child's self-confidence by reacting positively to any legitimate accomplishment of child, even though it may seem inconsequential under average circumstances 2. First select tasks to do which are of particular interest, short-term, and within child's capability, assuring success, increasing length and difficulty as child gains more self-confidence 3. Carefully choose another child who can help, without taking over, to work with child who "can't" do tasks 4. Help by offering suggestions as to how the child might proceed 5. Encourage independence by not helping at times but offering verbal and nonverbal reinforcement
22 HURTS CHILDREN AND/OR ANIMALS FOR NO APPARENT REASON	1. Attempt to help the child to improve self-image, looking for excuses to "build the child up" during periods of appropriate behavior

V. AFFECT/MOTIVATION (cont.)

Items	*Illustrative Classroom and Teaching Strategies*
The child:	The teacher may:
22 HURTS CHILDREN AND/OR ANIMALS FOR NO APPARENT REASON (cont.)	2. When aggressive behavior occurs, look for precipitating causes, such as child having been teased or otherwise annoyed, and when cause is found, explain or demonstrate other ways to handle such problems in nondestructive ways. If no cause is found, attempt to overcome the problem by demonstrating gentle behavior towards other children and animals (providing a model with whom the child can identify). 3. Strongly reinforce nonaggressive behavior 4. Encourage child to set own standards of appropriate behavior and to evaluate how well they have been achieved
24 Works and solves problems independently	
. DOES NOT WORK AND SOLVE PROBLEMS INDEPENDENTLY	1. Work on building the child's self-confidence 2. Select appropriate tasks, geared to the child's interest and level, gradually increasing difficulty and length of tasks 3. Involve the child in planning activities 4. Make certain that the child understands the directions (give them specifically in a positive manner) 5. Set limits firmly, gently, and consistently 6. Give suggestions for procedures, withdrawing when timely 7. Provide a partner to work with the child, and gradually increase intervals when the child is to work alone 8. Encourage the child verbally and nonverbally and reinforce independent behavior 9. Show interest in what the child is doing 10. Illustrate problem solving techniques (involving other children sometimes), and reinforce any efforts to solve problems independently by this child or others
25 DESTROYS OR DAMAGES THINGS, BREAKS TOYS	1. Help the child to feel accepted and important 2. Supply the child with physical activities as an outlet for pent-up feelings (e.g., the child can throw bean bags at acceptable target, kick ball on playground, other gross motor activities, etc.)

V. AFFECT/MOTIVATION (cont.)

Items	Illustrative Classroom and Teaching Strategies
The child:	The teacher may:
25 DESTROYS OR DAMAGES THINGS, BREAKS TOYS (cont.)	3. Remove the child from environments containing breakable objects for an appropriate period 4. Strongly reinforce nonaggressive behavior
27 Gets along with children in various situations	
. DOESN'T GET ALONG WITH CHILDREN IN VARIOUS SITUATIONS	1. Work on helping the child to develop a positive self-image 2. Select high-interest activity (mechanical toy, recording device, water play, "real" telephones) to be shared with a partner 3. Reinforce friendly, nonaggressive behavior 4. Emphasize good social relations in the class with groups or the whole class (e.g., role playing, positive comments and praise in appropriate situations, etc.)

Other Classroom Behavior Characteristics for the Teacher to Observe	Classroom and Teaching Strategies
A. Some children are hyperactive, overreactive, easily distracted, and may show mood swings and short attention spans	
The child:	The teacher may:
Shows excessive activity	1. Reduce stimulation (e.g., provide quiet area so that the child can focus attention on the task at hand, etc.)
Makes distracting sounds during listening activities (singing, humming, whistling)	1. Set limits firmly, gently, and consistently. 2. Use nonverbal techniques of communication and seat the child near the teacher
Becomes overexcitable in ordinary play with other children	1. Develop nonverbal signals to control the child, e.g., gestures, eye signals 2. Utilize the child's interest in the subject or materials by calling for specific responses of an individual nature 3. Sequence the work tasks

Other Classroom Behavior Characteristics for the Teacher to Observe	Classroom and Teaching Strategies
The child:	The teacher may:
Becomes overexcitable in ordinary play with other children (cont.)	4. Pace the child by setting time periods for work at an assigned seat 5. Provide activities that will include a manipulative component (e.g., painting, drawing, and choosing and classifying concrete objects, etc.) 6. Reinforce positive behavior
Has difficulty paying attention to the teacher	1. Pace the child by setting time periods for work assigned 2. Reinforce positive behavior 3. Provide activities that are of high personal interest 4. Involve the child in the planning of own program 5. Provide individual opportunities where child is expected to pay attention

B. Some children are hypoactive and have attention problems

The child:	The teacher may:
Is excessively quiet, withdrawn, and immobile	1. Explore possible reasons for hypoactive behavior 2. Seat the child near the teacher 3. Provide gentle stimulation (e.g., repeatedly address the child, select the child as leader, assign simple classroom tasks so the child will meet with success, etc. 4. Reinforce positive behavior 5. Gradually involve the child in physical activity (e.g., encourage the child to balance self on a balance beam with help, emphasizing the "safety" of walking and the small distance between beam and floor, etc.) 6. Ask the child to help another child on the balance beam 7. Ask the child to sit at a table with another child using large blocks, encouraging them to build a house together and praising the results of sharing 8. Give the child an opportunity to assist another child in a simple task and alter the situation so a peer can help the child in return

Other Classroom Behavior Characteristics for the Teacher to Observe	Classroom and Teaching Strategies
C. Certain children show aggressive tendencies toward others which may accompany hyperactivity and may be linked with frustration	
The child:	The teacher may:
Consistently teases other children by pulling their hair, calling them names, etc.	1. Remove the child from the area of aggression to allow "cooling off" period when necessary (preferably with an adult and not in isolation from the group) 2. When aggressive behavior occurs, look for precipitating causes, such as child having been teased or otherwise annoyed, and when cause is found, explain or demonstrate other ways to handle such problems in nondestructive ways. If no cause is found, attempt to overcome the problem by demonstrating gentle behavior towards other children and animals (providing a model with whom the child can identify). 5. Strongly reinforce nonaggressive behavior 6. Encourage child to set own standards of appropriate behavior and to evaluate how well they have been achieved
Screams, bangs head, throws things when frustrated	1. Provide activities that will help the child control his body (e.g., high interest gross motor tasks and fine motor tasks, etc.) 2. Provide activities that are of high personal interest 3. Attempt to channel energies by assigning responsibilities in classroom 4. Reinforce positive behavior
Does not accept criticism	1. Provide opportunities for success 2. Reinforce positive behavior 3. Involve the child in planning and scheduling own activities 4. Ask the child to evaluate own behavior and its impact on own progress and on others 5. Provide an opportunity for the child to portray the role of the teacher

Other Classroom Behavior Characteristics for the Teacher to Observe	Classroom and Teaching Strategies

D. Some children may show various fears of either objects (dogs, insects) or situations including separation from parents. They may have an underlying anxiety which is not overtly directed towards anything

The child:	The teacher may:
Has difficulty in separating from parent and/or is unusually fearful or anxious, will not attempt new tasks, etc.	1. Reassure and support the child 2. Acknowledge the child's fear 3. Help the child to understand fears 4. Help the child to understand that fears are not unusual 5. Place the child in close proximity to the teacher during group activities 6. Provide classroom activities that are directed to help the child learn to cope with fears through discussion, books, films, field trips, working with a partner 7. Give clear and simple directions when introducing a new activity, using a child to demonstrate whenever possible 8. Review procedures and materials required to complete a task 9. Introduce new tasks gradually, pacing the child's change in behavior 10. Involve the child in the planning activities 11. Note landmarks in the classroom and school building as points of security, e.g., storage area with the child's name or picture 12. Reinforce by praise, situations wherein the child has shown control of fear
Often complains of pains in stomach and head or of feeling sick	1. Discuss observations with parent 2. Review health records in cumulative folder 3. Ask the school nurse to observe the child and give guidance 4. Provide a rest area for the child 5. Discuss the possibility of a physical check-up of child with appropriate staff 6. Search for causes of school concerns

Other Classroom Behavior Characteristics for the Teacher to Observe	Classroom and Teaching Strategies

E. Some children find great difficulty in changing direction and may persist in repetitive motor activity, may echo words, or may hold a persistent idea for undue length of time

The child:	The teacher may:
Sits and rocks for periods of time	1. Refrain from giving undue attention to the activity 2. Engage the child in active activities
Has difficulty shifting readily from one activity to another	1. Use nonverbal clues to control child's behavior 2. Involve the child in the planning of activities 3. Give the child advance notice of an activity shift 4. Praise the child for participation in a new activity

F. Some children always respond negatively and show oppositional behavior

The child:	The teacher may:
Does not put things away or take care of materials	1. Ignore negative verbalization when positive response is called for 2. Help the child put things away and lend support 3. Reinforce positive behavior
Has difficulty in making choices	1. Provide an opportunity for decision making on the child's level of understanding, from simple to more complex decisions 2. Provide an opportunity to choose between two materials or two activities; gradually increase the number of choices 3. Praise the child when a decision has been made
Gives up easily	1. Provide specific experiences designed so that the child can meet with immediate success 2. Assist the child in performing tasks when needed 3. Provide positive reinforcement 4. Ask the child to participate in setting own goals 5. Adopt an alternate route or settle for partial achievement, rather than confrontation

V. AFFECT/MOTIVATION (cont.)

Other Classroom Behavior Characteristics for the Teacher to Observe	Classroom and Teaching Strategies
The child:	The teacher may:
Consistently prefers to play alone	1. Attempt to discover why the child wants to be alone 2. Sit and talk with the child in front of a mirror 3. Provide high stimulus activity for two children (e.g., toy telephones, recorder playback devices, etc.) 4. Provide the kinds of materials which foster interactions with teacher and other children (e.g., intercom setup, store play, toy cash registers, cars, service stations, etc.) 5. Allow the child to "save face" whenever possible
Respond to adults in consistently negative way	1. Avoid a power struggle between the teacher and the child 2. Provide positive adult-child activity (e.g., family hand puppets and toy animal sets to help the child express all sorts of ideas) 3. Reinforce positive behavior by praise, support, approval

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Various MCPS curricula and instructional materials are available in each elementary school to assist teachers in planning a program for this area of development. Teachers may find the following pages in the MCPS Bulletin No. 246, Teaching Reading Skills, Volume III, Prereading, helpful:

Affect/motivation: Affective, pp. 15-29
Volitional, pp. 83-85

PART V

SCREENING INSTRUMENT

Reference Source for the Rating of Individual Items
on the Maryland Systematic Teacher Observation Instrument

The total possible raw score for the 36 items on the Maryland Systematic Teacher Observation Instrument is 180 points, with each item earning a maximum of 5 points. Kindergarten students who score 139 or lower, first graders who score 153 or lower, second graders who score 160 or lower, and third graders who score 167 or lower need further screening for potential learning disabilities. A student receiving a rate of three or lower on three or more items in a particular area of development will also need further screening in that area.

The instruments include items representative of the following five areas of development: psychomotor, sensory/perception, language, cognition, and affect/motivation (volition). After approximately eight weeks of school, the classroom teacher rates students individually on each of the 36 items using the ratings of "ALWAYS - - - NEVER" as they appear on the instrument, page 49. The weight for each of the items has been recorded on the computer. It is estimated that by computerizing the scoring of this instrument the teacher saves approximately 25 minutes for each form completed.

For information, Table I on pages 44-46 shows the breakdown of the rating on each item. This rating of "ALWAYS - - - NEVER" on the five-point scale is coded by one to five dots, each dot with a weight of one point. Positive items (i.e., behaviors which one would expect a child to perform) are indicated by five dots for "ALWAYS" and one dot for "NEVER." Negative items are in reverse order. Negative items (i.e., behaviors which may be indicative of a problem) are indicated by one dot for "ALWAYS" and five dots for "NEVER." The rating of "SOMETIMES" is midpoint on the scale and receives a weight of three points.

TABLE I

RATING OF INDIVIDUAL ITEMS ON THE MARYLAND
SYSTEMATIC TEACHER OBSERVATION INSTRUMENT

ITEMS	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1. Says "huh" or "what" after he has been told something or asked a question.	·____	··____	···___	····_	·····_
2. Finishes task late.	·____	··____	···___	····_	·····_
3. Can tell about a picture while looking at it.	·····_	····_	···___	··____	·____
4. Names and locates at least five parts of his body.	·····_	····_	···___	··____	·____
5. Knocks over things when reaching for them.	·____	··____	···___	····_	·····_
6. Fumbles for words, uses a wrong word, or says he forgot what he was trying to say.	·____	··____	···___	····_	·····_
7. Cringes or pulls away when approached by others.	·____	··____	···___	····_	·····_
8. Can recognize own name in print.	·····_	····_	···___	··____	·____
9. Stays with the activity at hand.	·····_	····_	···___	··____	·____
10. Can tell about a recent school activity (i.e. field trip)	·····_	····_	···___	··____	·____
11. Follows directions.	·····_	····_	···___	··____	·____
12. Can repeat sentences such as "I like to play outside" in correct order.	·····_	····_	···___	··____	·____
13. Drowsy, sleepy, or sleeps.	·____	··____	···___	····_	·····_
14. Names common objects such as chair, desk, table.	·····_	····_	···___	··____	·____
15. Fights, shouts, or shakes his fist as a preferred means of solving problems.	·____	··____	···___	····_	·····_

RATING OF INDIVIDUAL ITEMS ON THE MARYLAND
SYSTEMATIC TEACHER OBSERVATION INSTRUMENT (cont.)

ITEMS	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
16. Identifies likeness and differences in pictures, objects and forms.	·····_	····_	···_	··_	·_
17. Gives own name and age when asked.	·····_	····_	···_	··_	·_
18. Stares into space.	·_	··_	···_	····_	·····_
19. Can identify colors (i.e., red, yellow, blue, green) by name.	·····_	····_	···_	··_	·_
20. Says, "I can't" when presented with school tasks.	·_	··_	···_	····_	·····_
21. If child prints, he prints words, letters and/or numbers backwards.	·_	··_	···_	····_	·····_
22. Hurts children and/or animals for no apparent reason.	·_	··_	···_	····_	·····_
23. Speech is understandable.	·····_	····_	···_	··_	·_
24. Works and solves problems independently.	·····_	····_	···_	··_	·_
25. Destroys or damages things, breaks toys.	·_	··_	···_	····_	·····_
26. Matches objects to pictures (i.e. toy truck to picture of truck).	·····_	····_	···_	··_	·_
27. Gets along with other children in various situations.	·····_	····_	···_	··_	·_
28. Can tell about a story after listening to it.	·····_	····_	···_	··_	·_
29. Stumbles, trips, or falls.	·_	··_	···_	····_	·····_
30. Can copy a circle, square, and triangle so that it is recognizable.	·····_	····_	···_	··_	·_
31. Can tell how many objects up to five.	·····_	····_	···_	··_	·_

RATING OF INDIVIDUAL ITEMS ON THE MARYLAND
SYSTEMATIC TEACHER OBSERVATION INSTRUMENT (cont.)

ITEM	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
32. Classifies objects by categories, such as food or clothing.	....._	...._	..._	.._	._
33. Speaks in sentences of more than three words.	....._	...._	..._	.._	._
34. Discriminates between fine differences in sounds heard (i.e., boy, toy).	....._	...._	..._	.._	._
35. Arranges a three-part picture story in correct sequence.	....._	...._	..._	.._	._
36. Retells story in correct sequential order.	....._	...._	..._	.._	._

Development of the Maryland Systematic Teacher Observation Instrument

Professional members from many disciplines recommended that an instrument be built using the observation of teachers for the 100 percent screening phase of Maryland's early identification program. The staff of the Maryland State Department of Education, Division of Instruction, with the assistance of the aforementioned groups, formed an Early Identification Steering Committee to develop such an instrument, namely, the Maryland Systematic Teacher Observation Instrument. The following steps were taken:

1. A Committee generated potential discriminatory items.

2. A pool of 126 items was evaluated for clarity, observability, and validity by 600 classroom teachers, 60 early childhood specialists, and 300 others representing parents and professionals in related disciplines.

3. Forty-four of these items receiving the highest rating were administered to 900 kindergarten and first grade students who had previously been screened using a group of standardized tests. Thirty-six of these items discriminated between students who had been identified as having possible learning problems and students considered normal. No difference was found between students in urban, suburban, and rural schools.

4. Thirty-six of the 44 items in the five areas of development validly discriminated between the students who would have possible learning problems and students considered "normal" in the kindergarten and first grade population.

PART VI

MCPS FORMS

PUPIL NO.	NAME	GRADE	SCHOOL	BIRTHDATE	SECTION	DATE

In which type of class has this child been placed?

- ○ Regular Classroom
- ○ Special Classroom
- ○ Classroom in a Continuum School
- ○ Resource Room

MARYLAND SYSTEMATIC TEACHER OBSERVATION INSTRUMENT

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1. Says "huh" or "what" after he has been told something or asked a question.	○	○	○	○	○
2. Finishes task late.	○	○	○	○	○
3. Can tell about a picture while looking at it.	○	○	○	○	○
4. Names and locates at least five parts of his body.	○	○	○	○	○
5. Knocks over things when reaching for them.	○	○	○	○	○
6. Fumbles for words, uses a wrong word, or says he forgot what he was trying to say.	○	○	○	○	○
7. Cringes or pulls away when approached by others.	○	○	○	○	○
8. Can recognize own name in print.	○	○	○	○	○
9. Stays with the activity at hand.	○	○	○	○	○
10. Can tell about a recent school activity (i.e., field trip).	○	○	○	○	○
11. Follows directions.	○	○	○	○	○
12. Can repeat sentences such as "I like to play outside" in correct order.	○	○	○	○	○
13. Drowsy, sleepy, or sleeps.	○	○	○	○	○
14. Names common objects such as chair, desk, table.	○	○	○	○	○
15. Fights, shouts, or shakes his fist as a preferred means of solving problems.	○	○	○	○	○
16. Identifies likenesses and differences in pictures, objects and forms.	○	○	○	○	○
17. Gives own name and age when asked.	○	○	○	○	○
18. Stares into space.	○	○	○	○	○
19. Can identify colors (i.e., red, yellow, blue, green) by name.	○	○	○	○	○
20. Says, "I can't" when presented with school tasks.	○	○	○	○	○
21. If child prints, he prints words, letters and/or numbers backwards.	○	○	○	○	○
22. Hurts children and/or animals for no apparent reason.	○	○	○	○	○
23. Speech is understandable.	○	○	○	○	○
24. Works and solves problems independently.	○	○	○	○	○
25. Destroys or damages things, breaks toys.	○	○	○	○	○
26. Matches objects to pictures (i.e., toy truck to picture of truck).	○	○	○	○	○
27. Gets along with other children in various situations.	○	○	○	○	○
28. Can tell about a story after listening to it.	○	○	○	○	○
29. Stumbles, trips or falls.	○	○	○	○	○
30. Can copy a circle, square, and triangle so that it is recognizable.	○	○	○	○	○
31. Can tell how many objects up to five.	○	○	○	○	○
32. Classifies objects by categories, such as food or clothing.	○	○	○	○	○
33. Speaks in sentences of more than three words.	○	○	○	○	○
34. Discriminates between fine differences in sounds heard (i.e., boy, toy).	○	○	○	○	○
35. Arranges a three-part picture story in correct sequence.	○	○	○	○	○
36. Retells story in correct sequential order.	○	○	○	○	○

Signature of Teacher (Use No. 2 Pencil) _____

MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

MARYLAND SYSTEMATIC TEACHER OBSERVATION INSTRUMENT
TEACHER'S CLASS WORKSHEET

KEY:
A - Always
O - Often
SO - Sometimes
S - Seldom
N - Never

NAMES OF CHILDREN / ITEM NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
	Says "huh" or "what" after he has been told something or asked a question.	Finishes task late.	Can tell about a picture while looking at it.	Names and location at least five parts of his body.	Knocks over things when reaching for them.	Fumbles for words, uses a wrong word, or says he forgot what he was trying to say	Cringes or pulls away when approached by others.	Can recognize his own name in print	Stays with the activity at hand.	Can tell about a recent school activity (i.e., field trip).	Follows directions.	Can repeat sentences such as "I like to play outside" in correct order.	Drowsy, sleepy, or sleeps.	Names common objects such as chair, desk, table.	Fights, shouts, or shakes his fist as a preferred means of solving problems.	Identifies likenesses and differences in pictures, objects and forms.	Gives own name and age when asked.	Stares into space.	Can identify colors (i.e., red, yellow, blue, green) by name.	Says, "I can't" when presented with school tasks.	If child prints, he prints words, letters and/or numbers backwards.	Hurts children and/or animals for no apparent reason.	Speech is understandable.	Works and solves problems independently.	Destroys or damages things, breaks toys.	Matches objects to pictures (i.e., toy truck to picture of truck.)	Gets along with other children in various situations.	Can tell about a story after listening to it.	Stumbles, trips or falls.	Can copy a circle, square, and triangle so that it is recognizable.	Can tell how many objects up to five.	Classifies objects by categories, such as food or clothing.	Speaks in sentences of more than three words.	Discriminates between fine differences in sounds heard (i.e., boy, toy).	Arranges a three-part picture story in correct sequence.	Retells story in correct sequential order.

STENCIL PATTERN

The stencil pattern below is provided to assist teachers as they move from one item to the next in completing the Maryland Systematic Teacher Observation Instrument.

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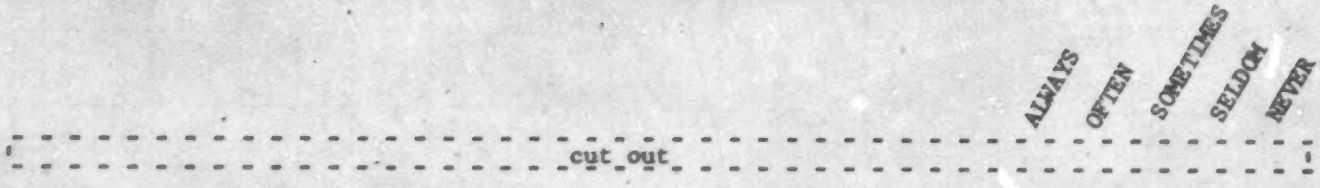

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STUDENT EXEMPTIONS

MARYLAND SYSTEMATIC TEACHER OBSERVATION INSTRUMENT

An observation form is to be completed, whenever possible, for all Kindergarten and other selected primary students for whom preprinted observation sheets have been prepared. Please list the name of each student for whom a preprinted form has not been completed and state the reasons why the form was not completed. Be specific.

Name	Reason

School _____

Principal's Signature _____

Date _____

Return to: Coordinator of Testing
Department of Research
and Evaluation, Room A-245
Educational Services Center

DEPARTMENT OF RESEARCH AND EVALUATION
MONTGOMERY COUNTY PUBLIC SCHOOLS
ROCKVILLE, MARYLAND 20850

MARYLAND SYSTEMATIC TEACHER OBSERVATION INTERPRETATION SHEET – INDIVIDUAL

SCHOOL NUMBER | PUPIL NUMBER | PUPIL NAME | GRADE | SECTION | BIRTHDATE | DATE RUN: 75-12-08 | TOTAL SCORE: 180

AREAS OF DEVELOPMENT			NUMBER OF POINTS 1 2 3 4 5	FURTHER SCREENING INDICATED
I. PSYCHOMOTOR	(4)	NAMES AND LOCATES AT LEAST FIVE PARTS OF HIS BODY	*	
	5	KNOCKS OVER THINGS WHEN REACHING FOR THEM	*	
	(9)	STAYS WITH THE ACTIVITY AT HAND	*	
	(23)	SPEECH IS UNDERSTANDABLE	*	
	29	STUMBLES, TRIPS OR FALLS	*	
II. SENSORY/ PERCEPTION	1	SAYS 'HUH' OR 'WHAT' AFTER HE HAS BEEN TOLD SOMETHING OR ASKED A QUESTION	*	
	8	CAN RECOGNIZE OWN NAME IN PRINT	*	
	(16)	IDENTIFIES LIKENESSES AND DIFFERENCES IN PICTURES, OBJECTS AND FORMS	*	
	21	IF CHILD PRINTS, HE PRINTS WORDS, LETTERS AND/OR NUMBERS BACKWARDS	*	
	26	MATCHES OBJECTS TO PICTURES (I.E., TOY TRUCK TO PICTURE OF TRUCK)	*	
	30	CAN COPY A CIRCLE, SQUARE, AND TRIANGLE SO THAT IT IS RECOGNIZABLE	*	
	34	DISCRIMINATES BETWEEN FINE DIFFERENCES IN SOUNDS HEARD (I.E., BOY, TOY)	*	
	35	ARRANGES A THREE-PART PICTURE STORY IN CORRECT SEQUENCE	*	
III. LANGUAGE	(3)	CAN TELL ABOUT A PICTURE WHILE LOOKING AT IT	*	
	6	FUMBLES FOR WORDS, USES A WRONG WORD, OR SAYS HE FORGOT WHAT HE WAS TRYING TO SAY	*	
	10	CAN TELL ABOUT A RECENT SCHOOL ACTIVITY (I.E., FIELD TRIP)	*	
	(11)	FOLLOWS DIRECTIONS	*	
	12	CAN REPEAT SENTENCES SUCH AS "I LIKE TO PLAY OUTSIDE" IN CORRECT ORDER	*	
	(23)	SPEECH IS UNDERSTANDABLE	*	
	28	CAN TELL ABOUT A STORY AFTER LISTENING TO IT	*	
	33	SPEAKS IN SENTENCES OF MORE THAN THREE WORDS	*	
	36	RETELLS STORY IN CORRECT SEQUENTIAL ORDER	*	
IV. COGNITION	(3)	CAN TELL ABOUT A PICTURE WHILE LOOKING AT IT		
	(4)	NAMES AND LOCATES AT LEAST FIVE PARTS OF HIS BODY	*	
	(11)	FOLLOWS DIRECTIONS	*	
	14	NAMES COMMON OBJECTS SUCH AS CHAIR, DESK, TABLE	*	
	(16)	IDENTIFIES LIKENESSES AND DIFFERENCES IN PICTURES, OBJECTS AND FORMS	*	
	17	GIVES OWN NAME AND AGE WHEN ASKED	*	
	19	CAN IDENTIFY COLORS (I.E., RED, YELLOW, BLUE, GREEN) BY NAME	*	
	31	CAN TELL HOW MANY OBJECTS UP TO FIVE	*	
	32	CLASSIFIES OBJECTS BY CATEGORIES, SUCH AS FOOD OR CLOTHING	*	
V. AFFECT/ MOTIVATION	2	FINISHES TASK LATE	*	
	7	CRINGES OR PULLS AWAY WHEN APPROACHED BY OTHERS	**	
	(9)	STAYS WITH THE ACTIVITY AT HAND	*	
	13	DROWSY, SLEEPY, OR SLEEPS	**	
	15	FIGHTS, SHOUTS, OR SHAKES HIS FIST AS A PREFERRED MEANS OF SOLVING PROBLEMS	**	
	18	STARES INTO SPACE	**	
	20	SAYS, "I CAN'T" WHEN PRESENTED WITH SCHOOL TASKS	*	
	22	HURTS CHILDREN AND/OR ANIMALS FOR NO APPARENT REASON	**	
	24	WORKS AND SOLVES PROBLEMS INDEPENDENTLY	*	
	25	DESTROYS OR DAMAGES THINGS, BREAKS TOYS	**	
	27	GETS ALONG WITH OTHER CHILDREN IN VARIOUS SITUATIONS	*	

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53

MCPS FORM 340-18

KEY:

Any item in ( ) is used in two areas. For example, (4) is used in both the Psychomotor and the Cognition areas for observing students

** Indicates student needing further screening for potential learning disabilities. The total possible raw score for the 36 screening items is 180 points with each item earning a maximum of 5 points.

X Indicates a rating of three or lower on three or more items in a particular area of development. Child needs further screening in area.

MONTGOMERY COUNTY PUBLIC SCHOOLS
ROCKVILLE, MARYLAND
SCHOOL

SCREENING BY AREA OF DEVELOPMENT
SECTION

MARYLAND SYSTEMATIC TEACHER OBSERVATION
INTERPRETATION SHEET - SUMMARY
DATE RUN 12/19/75

PUPIL NO	PUPIL NAME		GRADE	TOTAL SCORE		PSYCHOMOTOR	SENSORY/PERCEPTION	LANGUAGE	COGNITION	AFFECT/MOTIVATION
*****	**********	*****	25	117	**		X	X	X	X
*****	**********	*****	25	133	**		X		X	X
*****	**********	*****	25	175						
*****	**********	*****	25	085	**		X	X	X	X
*****	**********	*****	25	117	**		X	X	X	X
*****	**********	*****	25	160						X
*****	**********	*****	25	157			X			X
*****	**********	*****	25	168						
*****	**********	*****	25	179						
*****	**********	*****	25	176						
*****	**********	*****	25	161						X
*****	**********	*****	25	155			X			X

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NUMBER OF STUDENTS NEEDING FURTHER SCREENING 6 3 4 8

NUMBER OF STUDENTS SCREENED 12

** Indicates student needing further screening for potential learning disabilities

THE TOTAL POSSIBLE RAW SCORE FOR THESE 36 SCREENING ITEMS IS 180 POINTS WITH EACH ITEM EARNING A MAXIMUM OF 5 POINTS

X INDICATES A RATING OF THREE OR LOWER ON THREE OR MORE ITEMS IN A PARTICULAR AREA OF DEVELOPMENT

MONTGOMERY COUNTY PUBLIC SCHOOLS
ROCKVILLE, MARYLAND
SCHOOL

NUMBER OF STUDENTS NEEDING FURTHER SCREENING BY AREA OF DEVELOPMENT

MARYLAND SYSTEMATIC TEACHER OBSERVATION INTERPRETATION SHEET - SUMMARY
DATE RUN 06/08/76

AREA OF DEVELOPMENT	GRADE	WHITE FEMALE	WHITE MALE	WHITE TOTAL	BLACK FEMALE	BLACK MALE	BLACK TOTAL	OTHER FEMALE	OTHER MALE	OTHER TOTAL	TOTALS FOR ALL RACES FEMALE	TOTALS FOR ALL RACES MALE	TOTALS FOR ALL RACES TOTAL
PSYCHOMOTOR	25												
	01	1		1				1	1	2	2	1	3
	02												
	03												
	TOTAL	1		1				1	1	2	2	1	3
SENSORY/PERCEPTION	25	1	8	9					2	2	1	10	11
	01	2	2	4	1		1	2	4	6	5	6	11
	02												
	03												
	TOTAL	3	10	13	1		1	2	6	8	6	16	22
LANGUAGE	25	1	8	9					2	2	1	10	11
	01	2		2	1		1	2	2	4	5	2	7
	02												
	03												
	TOTAL	3	8	11	1		1	2	4	6	6	12	18
COGNITION	25		6	6					2	2		8	8
	01	1		1				2	2	4	3	2	5
	02												
	03												
	TOTAL	1	6	7				2	4	6	3	10	13
AFFECT/MOTIVATION	25		7	7					2	2		9	9
	01	3		3				2	4	6	5	4	9
	02												
	03												
	TOTAL	3	7	10				2	6	8	5	13	18
DEVELOPMENT TOTALS	25	2	29	31					8	8	2	37	39
	01	9	2	11	2		2	9	13	22	20	15	35
	02												
	03												
	TOTAL	11	31	42	2		2	9	21	30	22	52	74
SCREENING INDICATED BY DEVELOPMENTAL AREA	25	1	8	9					2	2	1	10	11
	01	3	2	5	1		1	2	5	7	6	7	13
	02												
	03												
	TOTAL	4	10	14	1		1	2	7	9	7	17	24
SCREENING INDICATED BY TOTAL SCORE	25		5	5					2	2		7	7
	01	2	1	3	1		1	2	4	6	5	5	10
	02												
	03												
	TOTAL	2	6	8	1		1	2	6	8	5	12	17
NUMBER OF STUDENTS SCREENED		23	19	42	2		2	3	9	12	28	28	56

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55

Department of Supplementary Education and Services MONTGOMERY COUNTY PUBLIC SCHOOLS Rockville, Maryland			REQUEST FOR EVALUATION
Student's Name			Date
ID No.	Date of Birth	School	Grade
Address Street		City	State Zip
Obtained by			Position

You have my permission to contact the professional personnel who have worked with my child in order to obtain any records, reports and/or recommendations which will be helpful in planning an educational program. Permission is also granted to administer any tests or measures deemed appropriate in planning an educational program. I understand that when the evaluation is completed, the results will be discussed with me in a conference. At that time, any appropriate suggestions or recommendations will be discussed. The results of any diagnostic testing will be kept confidential and will not be released to any individual or agency without my permission.

Signature of Parent/Guardian _____ Date _____

MCPS Form 311-64, Revised October 1975

DISTRIBUTION: WHITE/Pupil Services; YELLOW/Student's Record; PINK/Parent

Department of Supplementary Education and Services MONTGOMERY COUNTY PUBLIC SCHOOLS Rockville, Maryland			CASE SUMMARY AND REFERRAL
Student's Name			Date
ID. No.	Date of Birth	School	Grade
Presenter		Position	

Reason for referral or specific concerns for which help is requested

Describe any measures already taken to alleviate concerns

Additional comments

Decision of Educational Management Team or Screening Committee

Signature of Coordinator _____ Date _____

MCPS Form 335-59, revised October 1975

DISTRIBUTION: WHITE/Student's Record; YELLOW/Team Committee Coordinator; PINK/Case Presenter

Department of Supplementary Education and Services MONTGOMERY COUNTY PUBLIC SCHOOLS Rockville, Maryland			EDUCATIONAL MANAGEMENT PLAN
Student's Name			Date
ID. No.	Date of Birth	School	Grade
Name and Signature of Coordinator			
Placement or Program Recommendation: To go into effect _____ (Date) Indicate additional resources needed:			
List of participants in development of Educational Management Plan:			
The objectives for this student are:			
The detailed strategy for achieving the objectives will be developed and made a part of the student's records by _____ (Date). The detailed plan will be written by _____ (Name or position). Review to be submitted to coordinator on _____ (Date). Review to be completed by _____ (Name or position). Name of contact person _____ Phone _____			
I give my permission for the proposed change. My right to appeal as provided by Maryland State Bylaw 411:III has been explained to me. Signature of Parent/Guardian _____ Date _____ (For Levels 4-7, parent signature is required. For Levels 1-3, signature is optional, but the parent must be notified and advised of the right to appeal).			

MCPS Form 335-60, October 1975

DISTRIBUTION: WHITE/Student's Record; YELLOW/Parent; PINK/Case Presenter; GOLD/Team or Committee Coordinator

Department of Supplementary Education and Services MONTGOMERY COUNTY PUBLIC SCHOOLS Rockville, Maryland			REVIEW OF EDUCATIONAL MANAGEMENT PLAN
Student's Name			Date
ID No.	Date of Birth	School	Grade
Completed by		Position	

Summarize or attach detailed strategy for achieving the objectives specified in EMP.

Progress to date (specify criteria on which evaluation is based). Attach additional information, if relevant.

Recommendations at this time:

Recommended date for next review (if necessary) _____

MCPS Form 335-61, October 1975

DISTRIBUTION: WHITE/Student's Record; YELLOW/Parent; PINK/Case Presenter; GOLD/Team or Committee Coordinator

To: Coordinator of Testing, Department of Research and Evaluation, Room A-245, Educational Services Center

From: _____ _____
(Principal) (School)

Subject: Report on Maryland Systematic Teacher Observation Instrument Follow-up 197 -7

	Kindergarten	Grade 1	Grade 2	Grade 3
Number of students screened				
Number of students designated as needing further screening by score (**)				
Number of students designated as needing further screening and referred in writing to the educational management team				
Number of other students referred in writing to the educational management team (screened and not designated as needing further screening by score)				
Number of students designated as needing further screening and referred to services beyond the regular classroom				

Please fill in the required data requested above in triplicate. Return one copy to the Coordinator of Testing, Room A-245, Educational Services Center, one to the Area Assistant Superintendent, and the third is for the local school file. These forms should be returned by the second Friday in May.